### RDG 4301: ASSESSMENT AND EVALUATION OF READING AND WRITING

**ANGELO STATE UNIVERSITY – SPRING 2019**

**INSTRUCTOR:** MARVA SOLOMON, PH.D.  
**ROOM:** CARR/EFA 128  
**TIME:** 8:00-9:15*

**OFFICE:** CARR/EFA 120 | **OFFICE HOURS:** MTWT: 11-1 | **EMAIL:** MARVA.SOLOMON@ANGELO.EDU | **PHONE:** (AVAILABLE FIRST DAY OF CLASS)  
**REQUIRED TEXT 1:** TEACHING CHILDREN TO READ: THE TEACHER MAKES THE DIFFERENCE, 8TH EDITION | **AUTHORS:** D. RAY REUTZEL AND ROBERT B. COOTER, JR. | **ISBN:** 0-13-474253-2 | **TEXT 2:** MORRIS READING INVENTORY | **AUTHOR:** DARRELL MORRIS | **ISBN-10:** 1462517579

### COURSE DESCRIPTION
An examination of appropriate assessment and evaluation strategies for the classroom teacher to utilize. Both formal and informal assessment measures are introduced for evaluation of student performance and planning instruction. **Prerequisites:** RDG 3332, 3335, and 3336. **Co-requisite:** RDG 4303.

### CANDIDATE LEARNING OUTCOMES
Candidates will:
1. Develop an understanding of literacy assessment as an on-going and essential part of reflective literacy instruction.
2. Expand knowledge about the types, characteristics, and applications of commonly used and evolving literacy assessment and instruction approaches, measures, and practices.
3. Develop skill in identifying students' literacy needs, and using that information for planning, implementing, and evaluating evidence-based literacy interventions to address those needs.
4. Develop knowledge and skill in identifying and addressing the literacy needs of students with diverse social, cultural, linguistic, and literacy learning needs, including English learners and students suspected of having learning needs such as dyslexia.
5. Develop knowledge and skill in communicating literacy assessment and instruction results to students, parents, school administrators, and the public.

### COURSE IDEA OBJECTIVES
Candidates will experience progress in:
1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning how to find and use resources for answering questions or solving problems.

### ASU UNDERGRAD LEARNING GOALS
2. **Core Skills**  
   • comprehend and critically interpret information in written and oral forms;  
   • communicate information and ideas effectively;
3. **Specialized Knowledge**  
   • demonstrate competencies and achievements appropriate to their fields of study;  
   • apply classroom learning in a combination of reflective practice and experiential education.
5. **Cultural Identity**  
   • demonstrate respect for differences among cultures;  
   • practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds
Throughout the semester, you will be expected to engage actively in assignments and activities which are designed to help you increase your knowledge, skills, and dispositions pertaining to reading assessment and instruction. Active engagement entails making sustained and substantive contributions by completing assigned readings, class activities and homework, regular attendance, and collaborating with others online and offline. (30% of course grade)

- 0-7 points – Low level of participation and engagement; 3 or more absences.
- 8-15 points – Moderate level of participation and engagement; 2 absences.
- 16-20 points – High levels of participation and engagement; no more than 1 absence.

In this project, you will have the opportunity to learn and practice skills regarding the collection and use of literacy assessment data to inform instruction for readers and writers K-8. Your specific tasks are as follows:

a. Identify a child who is underperforming in the areas of reading and/or writing.

b. Administer a set of informal assessment measures to determine the child’s strengths and needs. Assessments are ideally collected from three related sources including administration of specific assessments directly to the child (e.g., an informal reading inventory, an attitude survey, and a developmental spelling test); obtaining archival assessment data from school records (e.g., TPRI results, other assessments); and soliciting informal assessments from the child’s teacher or from classroom observations.

c. Analyze and interpret the assessment data obtained with the goal of diagnosing the child’s literacy strengths and needs.

d. Use the assessment findings to develop and implement an evidence-based literacy intervention (e.g., lesson plan, game, home “back pack”) aimed at enhancing the child’s literacy skills.

e. Prepare a Letter to Next Year’s Teacher, a report that describes the work accomplished and reflecting on your professional learning and growth as a result of completing this project.

Criteria for evaluating the success of this final report will focus on the extent to which you have (a) effectively conducted and used assessment data to inform literacy instruction, (b) designed an effective intervention to address the needs of your student, and (c) implemented your intervention, and (d) produced a well written literacy report that showcases your literacy assessment and instruction expertise. (50% of course grade)

There are 2 scheduled quizzes covering content covered in assigned readings and other course content. The content of the quizzes is designed to reinforce your preparedness in assessing and teaching K-8 students having difficulty reading and/or writing in classroom sessions. (20% of course grade)
## COURSE OUTLINE AND SCHEDULE

This tentative course calendar is subject to change. Changes will only be made that benefits teacher candidate learning.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Activities</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1/15</td>
<td>Course Introduction&lt;br&gt;Syllabus walkthrough and absence policy&lt;br&gt;Semester walkthrough&lt;br&gt;Introduction to The Big 5 and Assessment&lt;br&gt;Caleb Reads, “Brown Bear, Brown Bear”&lt;br&gt;Interesting Interest Inventories</td>
<td>Locate a child between 1st grade and 8th grade to be your special reader. Preferably this student should not be your own child; you can “trade” children with your peers in the class.</td>
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<tr>
<td>1/17</td>
<td><strong>Cooter &amp; Reutzel, Ch. 10 Assessment</strong>&lt;br&gt;ILA Literacy Assessment Statement&lt;br&gt;Assessment Questionnaire on Google Forms&lt;br&gt;Special Reader Project Introduction</td>
<td>Formative vs Summative article and T-Chart (1/18)</td>
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<tr>
<td>1/20</td>
<td><strong>Cooter &amp; Reutzel, Ch. 3 Early Reading Instruction – Getting Started with the Foundations</strong>&lt;br&gt;Phonemic Awareness Assessments&lt;br&gt;Lori Herron Class Visit</td>
<td>Interest Inventories (1/22)</td>
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<td>1/24</td>
<td><strong>Cooter &amp; Reutzel, Ch. 4 Phonics and Word Recognition</strong>&lt;br&gt;Teacher Phonics Assessment&lt;br&gt;Guess the Covered Word/Cueing Systems Powerpoint&lt;br&gt;Introduce Running Records (Catch that Frog)</td>
<td>Quiz #1 (1/27)</td>
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<td>1/29</td>
<td>Running Records&lt;br&gt;Spelling Assessments (Bear, Words Their Way)&lt;br&gt;Learner.org video – word study</td>
<td>Running Record HW (Packing Transcript) (1/29)</td>
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<td>1/31</td>
<td><strong>Cooter &amp; Reutzel, Ch. 5: Reading Fluency</strong>&lt;br&gt;Fluency assessments and fluency self-assessments&lt;br&gt;Learner.org video – fluency</td>
<td>Running Record Project Due (1/31)</td>
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<td>2/5</td>
<td><strong>Cooter &amp; Reutzel, Ch. 7: Teaching Reading Comprehension</strong>&lt;br&gt;Informal Reading Inventories - Morris and Flint Cooter Mock Flint Cooter Introduction</td>
<td>Turn in your Parent Permission Slip 2/5)</td>
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<td>2/10</td>
<td>Morris IRI&lt;br&gt;Reading a Favorite Book with Your Special Reader&lt;br&gt;Writing assessment</td>
<td>Flynt Cooter Mock Assessment (2/11)&lt;br&gt;Quiz #2 (2/10)&lt;br&gt;Special Reader Project – Interest Inventories</td>
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<td>2/12</td>
<td>Field Prep&lt;br&gt;Lesson Planning</td>
<td>Lesson Plan Taskstream Review&lt;br&gt;Practice Lesson plan due (9/13)</td>
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<td>2/14</td>
<td>Field Prep, Expectations and Lesson Planning&lt;br&gt;Getting to know you Lessons</td>
<td>Special Reader Project – Spelling Inventory/LIS ID&lt;br&gt;Read a Favorite book w/ your Special Reader</td>
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<td>2/19</td>
<td>Field Work - Observations</td>
<td>Special Reader Project – Word List (Morris IRI)</td>
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<td>2/21</td>
<td>Field Work - Observations</td>
<td>Special Reader Project – Morris IRI</td>
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<td>2/26</td>
<td>Field Work – Teaching</td>
<td>Special Reader Project – Morris IRI or Intervention</td>
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<tr>
<td>2/28</td>
<td>Field Work – Teaching</td>
<td>Special Reader Project Intervention</td>
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<td>3/5</td>
<td>Field Work – Teaching</td>
<td>Special Reader Project Due&lt;br&gt;Cooperating Teacher Assessment Interview Due</td>
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<td>3/7</td>
<td>Field Work – Teaching</td>
<td>*Letter to Next Year’s Teacher (EC-6) or Parent (4-8) (10/25)</td>
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LEARNER OUTCOMES FOR
RDG 4301
TEXAS SBEC STANDARDS FOR EC-6 AND 4-8

**Texas State Board Educator Certification Standards**

**STANDARD X**
**ASSESSMENT AND INSTRUCTION OF DEVELOPING LITERACY EC-6**

Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

The beginning teacher knows and understands:

10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;

10.2k formative and summative uses of assessment;

10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;

10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

10.5k how students’ use of self-evaluation and self-monitoring procedures can enhance literacy development;

10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

10.7k the importance of providing many opportunities for students to experience extended reading of narrative and expository texts; and

10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.

The beginning teacher is able to:

10.1s use multiple assessments to plan instruction in and monitor the literacy development of young students;

10.2s analyze students’ errors in reading and writing and use them as a basis for future instruction;

10.3s use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

10.4s communicate students’ progress in literacy development to parents and other professionals through a variety of means, including the use of examples of students’ work;

10.5s communicate instructional decisions based on research, assessments, and knowledge of students; and

10.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

**STANDARD VIII**
**ASSESSMENT OF DEVELOPING LITERACY 4-8**

Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

The beginning teacher knows and understands:

8.1k the characteristics and uses of formal and informal literacy assessments (e.g., screening devices, norm-referenced achievement tests, criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories); 8.2k formative and summative uses of assessment;

8.3k how to select and use multiple, ongoing assessments to monitor literacy development and identify students’ strengths and needs;

8.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);

8.5k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;

8.6k how to determine students’ independent, instructional, and frustration reading levels and recognize the importance of using this information when selecting and adapting reading materials for individual students and guiding their selection of independent reading materials; and

8.7k how students’ use of self-evaluation and self-monitoring procedures can enhance their literacy development.

The beginning teacher is able to:

8.1s use multiple, ongoing assessments to plan literacy instruction and monitor students’ literacy development;

8.2s analyze students’ errors in reading and writing and use the results of this analysis as a basis for future instruction;

8.3s use ongoing assessment and knowledge of the TEKS to determine when a student may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;

8.4s teach students to use self-evaluation and self-monitoring to enhance their own literacy development;

8.5s communicate with families/caregivers about students’ progress in literacy development using a variety of means, including samples of students’ work, and collaborate with them to promote their children’s literacy development; and

8.6s collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.
The beginning ESL teacher knows and understands:

- 6.2k types of assessment used in the ESL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations;

The beginning ESL teacher is able to:

- 6.1s select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);
- 6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Performances

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

Essential Knowledge

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
### ANGELO STATE UNIVERSITY

#### GENERAL POLICIES

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<thead>
<tr>
<th>ASU ATTENDANCE POLICY</th>
<th>Candidates are to adhere to ASU policy OP 10.4 and Unit policy. <a href="http://www.angelo.edu/opmanual/#s10">http://www.angelo.edu/opmanual/#s10</a></th>
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<tbody>
<tr>
<td>COURSE ATTENDANCE POLICY*</td>
<td>Dr. Solomon requires excellent attendance in all her courses. She firmly believes that learning cannot be facilitated with poor attendance. Students missing more than 2 days of this course are subject for penalties attached to the final course grade. If applicable to the course, time missed during field work must be made up within 2 weeks. Students are encouraged to email Dr. Solomon before or directly after absences, but this is a courtesy and not mandatory. Absences and tardies should not be discussed during class time. An excessive amount of tardies are subject to being counted toward absences. Dr. Solomon does not necessarily distinguish between excused and unexcused absences; special accommodations will be held on a case by case basis.</td>
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<tr>
<td>ASU ACCOMMODATIONS FOR STUDENTS W/ DISABILITIES</td>
<td>ASU OP10.15 Providing Accommodations for Students with Disabilities <a href="http://www.angelo.edu/opmanual/#s10">http://www.angelo.edu/opmanual/#s10</a> Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.</td>
</tr>
<tr>
<td>ACADEMIC HONESTY</td>
<td>Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement” <a href="http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf">www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf</a> Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.</td>
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